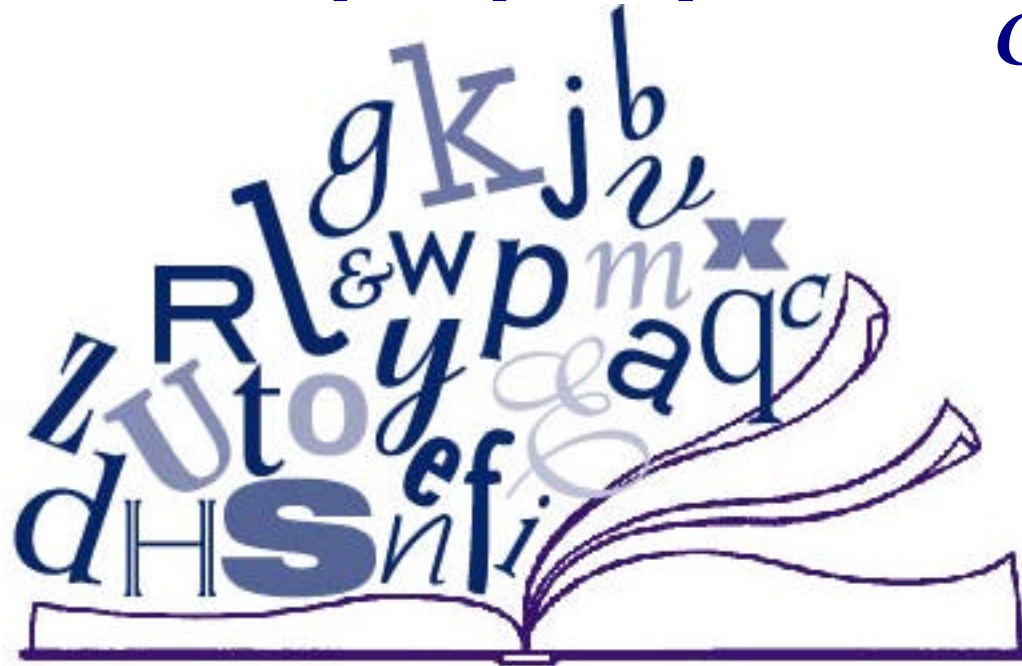# ENGLISH

Standards of Learning
Sample Scope & Sequence

Grade 9

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2001

English 9 Standards of Learning Sample Scope and Sequence

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NOTICE TO THE READER

The *English Standards of Learning Sample Scope and Sequence* and the *English Standards of Learning Teacher Resource Guide* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at http://www.pen.k12.va.us.

English 9 Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at http://www.pen.k12.va.us/VDOE/Instruction/sol.html in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

English 9 Standards of Learning Sample Scope and Sequence

Introduction

An English program works most successfully when students engage in a variety of interrelated language activities. Students should study language processes to become skillful readers, speakers, listeners, writers, and viewers. They should study language to understand its structure and vitality and to acquire the skills to communicate effectively and confidently. They should study literature of many cultures and genres to appreciate its aesthetic value; to discover its universality; and to investigate personal, social, and consumer issues.

This document is meant as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of language, literature, and process, and to provide a correlation of those fundamentals to the Virginia Standards of Learning. Because the development of language skills is not a linear process, this scope and sequence of knowledge, skills, and processes is not intended to be taught in a sequential manner. Therefore, each organizing topic will be emphasized many times throughout the year as the focus of instruction changes.

The sample scope and sequence document is organized around specific topics and includes correlations to the English Standards of Learning, as well as ideas for assessments and resources. Organizational topics include oral language, reading, literature, writing, grammar, vocabulary, and research and technology. The guide is not intended as a script for either instruction or curriculum development, but it will provide teachers and curriculum developers a beginning point for building their instruction.

This document serves as a complement to the valuable English resources available to all teachers throughout the commonwealth: the CD-ROM *NCS Mentor for Virginia* and *English Standards of Learning Teacher Resource Guide Grades 9-12*.

English 9 Standards of Learning Sample Scope and Sequence

Overview of the English 9 Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Oral Language	
Participate in small and large group verbal interactions	9.4d
Plan and deliver short formal presentations	9.1a-b, 9.2a-e, 9.4c
Study effective listening and speaking	9.1a, 9.2, 9.2e
Learn to critique oral presentations	9.1a, c, d; 9.4c
Reading Process	
Plan before reading	9.3a, c
Monitor comprehension while reading	9.3a-c, 9.6a-g
Literature/Informational Text	
Learn text structures of various genres	9.3a-f, 9.5a-c
Learn traits of technical/informational writing	9.4a,b,e,f
Learn literary terms appropriate to genres being studied	9.3a-c
Writing	
Learn the variety of literary genres	9.6a-g
Understand how purpose affects writing	9.6b
Use a process for writing	9.4c, 9.6a-g
Use writing to learn strategies	9.6a
Grammar	
Use conventions of language	9.6g
Vocabulary	
Understand vocabulary terms (roots, prefixes, suffixes)	9.4e
Use vocabulary structures to increase knowledge (synonyms, antonyms, derivatives)	9.6d
Research and Technology	
Understand the conventions of documentation and the concept of plagiarism	9.7a-c
Use electronic databases to aid research	9.7a-c, 9.8a-c

English 9 Standards of Learning Sample Scope and Sequence

Oral Language
Grade 9 oral language focuses on students' valuing both formal and informal classroom discourse as an important means of learning. Through group presentations and spoken interactions with teachers and classmates, students will improve their oral language skills. • Participate in small and large group verbal interactions • Plan and deliver short formal presentations • Study effective listening and speaking • Learn to critique oral presentations

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Participate in small and large group verbal interactions	Raise questions, participate in large and small group discussions, and offer feedback.	9.4d	Teacher observation Group discussion	• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html
Plan and deliver short formal presentations	Give short presentations based on literature, personal topics, and research.	9.1a-b 9.2a-e 9.4c	Rubrics	
Study effective listening and speaking	Respond clearly and informatively to audience questions about oral presentations.	9.2e	Teacher observation Group discussion	
	Participate in dialogue scenes from plays, dramatic readings from short stories and/or novels, and performance interpretations of poetry.	9.1a	Rubrics	
	Take notes for both formal and informal presentations and discussions.	9.2	Graphic organizer	

English 9 Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Learn to critique oral presentations	Review speaking techniques such as organization, voice control, eye contact, audience awareness, pace, inflection, and posture.	9.1c	Teacher observation Feedback forms	• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html
	Critique presentations using rubrics that include the speaker's or group's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery.	9.1a, d 9.4c	Teacher observation Rubric Feedback forms	

English 9 Standards of Learning Sample Scope and Sequence

Reading Process
Grade 9 reading focuses on students' taking more control of their reading processes, making decisions about how well they understand their reading, and using strategies to help them improve their comprehension.

- Plan before reading
- Monitor comprehension while reading

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Plan before reading	Discuss purpose for reading.	9.3c	Teacher observation Reading logs	• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • Teaching Reading in the Content Areas: A Resource Notebook for Reading Instruction in Content Classes • *NCS Mentor for Virginia:* Additional Teacher Resource section • English Standards of Learning Test Blueprints • English Standards of Learning Released Test Items
	Discuss characteristics of the genre to be read, especially selections for oral presentations and types of genres studied in class, such as drama and short story.	9.3a	Teacher observation Reading logs Quizzes Tests	
Monitor comprehension while reading	Make predictions about purpose and content of reading, using the title, the opening paragraph, the type of genre, etc.	9.3a	Reading logs Discussion Quizzes Tests	
	Write summaries, graphics, and charts to monitor comprehension, focusing on characters, plot structures, themes, etc.	9.6a-g	Reading logs Quizzes Tests	
	Determine main ideas and supporting details related to the genre, supporting all inferences with textual evidence.	9.3a-c	Discussions Quizzes Writing assignments Tests	

English 9 Standards of Learning Sample Scope and Sequence

Literature/Informational Text

Grade 9 literature/informational text focuses on students' learning the structures and literary frameworks of various genres. In addition, students will learn the structures of the common forms of technical writing in the marketplace.

- Learn text structures of various genres
- Learn traits of technical/informational writing
- Learn literary terms appropriate to genres being studied

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Learn text structures of various genres	Read for enjoyment and understanding the genres of short stories, poetry, drama, novel, and nonfiction.	9.3a-f 9.5a-c	Reading logs Discussion	• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • *NCS Mentor for Virginia:* Additional Teacher Resource section • English Standards of Learning Test Blueprints • English Standards of Learning Released Test Items
	Know the basic parts of drama, including elements of staging, such as lighting, costumes, set design, stage movement, and sound effects; as well as elements of scripting, such as dramatic structure, dialogue, and asides.	9.5a-c	Reading logs Quizzes Tests	
	Study the elements of literature appropriate to each genre, e.g., characters, plot, setting, theme, tone, and point of view.	9.3a-f	Reading logs Quizzes Discussion Tests	
	Study the effect that a piece of literature has on the reader and how that relates to the purpose, especially how the author uses word choice, sound, image, and syntax to create an effect.	9.3d-e	Reading checks Quizzes Tests Writing assignments	

English 9 Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Learn traits of technical/ informational writing	Read informational texts common to consumer products and advertising.	9.4a-b 9.4f	Discussion Quizzes	
	Study techniques used in informational texts, such as hypotheses and supporting evidence, specialized vocabulary, clarity of instructions, and prior knowledge required.	9.4 a, b, e	Reading logs Quizzes Tests	
Learn literary terms appropriate to genres being studied	Review figures of speech common to texts being read, e.g., simile, metaphor, rhymes.	9.3a-c	Discussion Quizzes Tests	

English 9 Standards of Learning Sample Scope and Sequence

Writing
Grade 9 writing focuses on students' improving their basic skills of organization, coherency, and grammar. Students will use a process for writing to draft and revise writing. They will use writing to learn as a basis for learning content and for developing pieces of writing throughout the course. • Learn the variety of literary genres • Understand how purpose affects writing • Use a process for writing • Use writing to learn strategies

Organizing Topic	**Essential Knowledge, Skills, or Processes**	**Related SOL**	**Sample Classroom Assessment Methods**	**Sample Resources**
Learn the variety of literary genres	Write short pieces reflective of the genres being read in class, e.g., narration, poetry, drama, and nonfiction.	9.6a-g	Writing assignments Writing logs	• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • *NCS Mentor for Virginia* • The Virginia SOL Writing Tests: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/writing/
Understand how purpose affects writing	Determine the purpose for each piece of writing in relation to the effect on the reader.	9.6b	Quizzes Discussions Writing log	
Use a process for writing	Prewrite, draft, revise, and edit writing in relation to purpose, audience, form, and degree of formality required	9.6c-g 9.4c	Teacher observation Writing assignments	

English 9 Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Use a process for writing (continued)	Focus on composing, written expression, and usage/mechanics while revising.	9.6a-g	Teacher observation Writing assignments/ SOL rubrics	• English Standards of Learning Test Blueprints • English Standards of Learning Released Test Items
	Conference with peers and teacher throughout the writing process.	9.6a-g	Teacher observation	
Use writing to learn strategies	Keep logs and notebooks to record ideas, write summaries, freewrite, draft ideas, etc.	9.6a	Writing logs	

English 9 Standards of Learning Sample Scope and Sequence

<table>
<tr><td colspan="5">Grammar
In Grade 9 students focus on reviewing basic grammar conventions in sentences, phrases, and clauses.
•   Use conventions of language</td></tr>
<tr>
<th>Organizing Topic</th>
<th>Essential Knowledge, Skills, or Processes</th>
<th>Related SOL</th>
<th>Sample Classroom Assessment Methods</th>
<th>Sample Resources</th>
</tr>
<tr>
<td>Use conventions of language</td>
<td>Students are expected to know and use
• parts of speech
• sentence patterns: simple, compound, and complex
• editing for comma splices and fused sentences
• phrases and clauses with an emphasis on appositive, prepositional, gerund, and infinitive phrases
• active and passive voices
• subject-verb agreement
• pronoun-antecedent agreement
• commas and quotation marks in dialogue, phrases, and clauses
• special use of semicolons, hyphens, dashes, ellipses, and brackets
• editing for appropriate spelling, formatting, capitalization, and punctuation usage, particularly comma usage.</td>
<td>9.6g</td>
<td>Quizzes
Tests
Writing assignments</td>
<td>• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html

• NCS Mentor for Virginia

• The Virginia SOL Writing Tests: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/writing/

• English Standards of Learning Test Blueprints

• English Standards of Learning Released Test Items</td>
</tr>
</table>

English 9 Standards of Learning Sample Scope and Sequence

Vocabulary

Vocabulary study at Grade 9 focuses on students' reviewing the basic structures of words and learning specialized language associated with genre study.
- Understand vocabulary terms (roots, prefixes, suffixes)
- Use vocabulary structures to increase knowledge (synonyms, antonyms, derivatives)

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Understand vocabulary terms (roots, prefixes, suffixes)	Study the structure of words, i.e., root words, prefixes, and suffixes, especially in relation to literary terms, standardized testing such as SAT vocabulary, and consumer materials.	9.4e	Quizzes Application To Reading	• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html
Use vocabulary structures to increase knowledge (synonyms, antonyms, derivatives)	Study Latin and Greek root words and affixes and analyze how word choice and usage determine the effect of the message.	9.6d	Quizzes	• Wordsalive Acquisition http://www.pen.k12.va.us/VDOE/Instruction/Reading/mreading.html

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Research and Technology

Research and technology study at Grade 9 focuses on students' learning the conventions of documenting primary and secondary sources.
- Understand the conventions of documentation and the concept of plagiarism
- Use electronic databases to aid research

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Understand the conventions of documentation and the concept of plagiarism	Study documentation formats such as MLA or APA for citing secondary sources.	9.7c	Quizzes Writing assignments	• English Standards of Learning Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • *NCS Mentor for Virginia* • English Standards of Learning Test Blueprints • English Standards of Learning Released Test Items
	Study the laws and ethics of plagiarism.	9.7a-c	Quizzes Writing assignments	
Use electronic databases to aid research	Apply the skills of summarizing, paraphrasing, and quoting.	9.7a-c	Writing assignments	
	Use search engines, CD-ROMS, and Web-based databases to access information.	9.8a-c	Teacher observation	